



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12901845
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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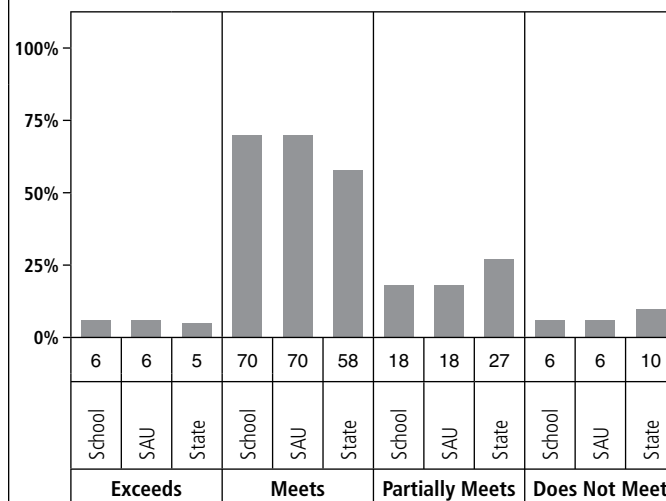
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

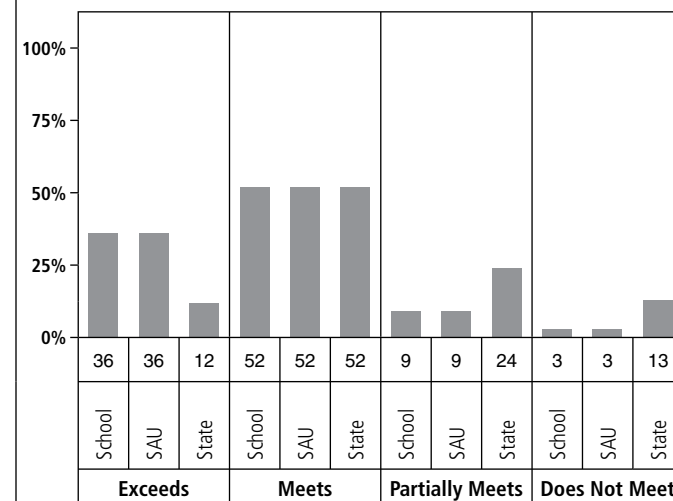
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	545	545	544
2006–2007	547	548	544
2007–2008	548	548	545
Cum. Avg. *	546	547	544
Mathematics			
2005–2006	546	546	543
2006–2007	553	554	546
2007–2008	558	558	546
Cum. Avg. *	551	552	545
ELA – Writing			
2005–2006			
2006–2007	544	544	541
2007–2008	540	540	538
Cum. Avg. *			

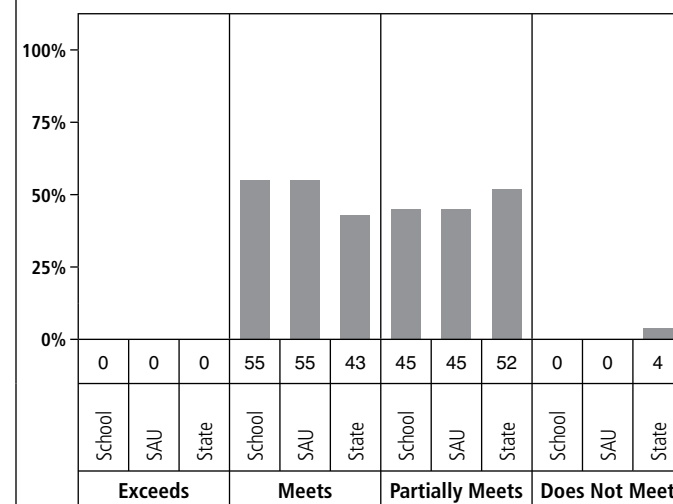
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	34	100	33	100	14240	100	34	100	33	100	14157	100	34	100	33	100	14156	100					34	100
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99					0	0
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99					0	0
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	34	100	33	100	13339	94	34	100	33	100	13274	100	34	100	33	100	13267	100					34	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	3	9	2	6	2555	18	3	100	2	100	2528	99	3	100	2	100	2526	99					3	100
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
Economically disadvantaged	12	35	12	36	5574	39	12	100	12	100	5528	99	12	100	12	100	5531	99					12	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	26	76	26	79	11042	78	26	76	26	79	11006	77							26	76	26	79	11127	78
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4							0	0	0	0	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	7	21	7	21	2974	21	7	21	7	21	3014	21							7	21	7	21	2845	20
Identified disability (PET/IEP)	2	29	2	29	1996	67	2	29	2	29	1986	66							2	29	2	29	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	5	71	5	71	766	26	5	71	5	71	801	27							5	71	5	71	710	25
Participation through alternate assessment (PAAP)	1	3	0	0	136	1	1	3	0	0	136	1							1	3	0	0	135	1
Identified disability (PET/IEP)	1	100	0	0	136	100	1	100	0	0	136	100							1	100	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	6	10	6	10	721	5
	2006-2007	5	10	5	10	702	5
	2007-2008	2	6	2	6	659	5
	Cum. Total*	13	9	13	9	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	33	57	34	58	7571	53
	2006-2007	29	59	29	60	7730	55
	2007-2008	23	70	23	70	8195	58
	Cum. Total*	85	61	86	61	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	9	16	9	15	4343	30
	2006-2007	13	27	12	25	4182	30
	2007-2008	6	18	6	18	3800	27
	Cum. Total*	28	20	27	19	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	10	17	10	17	1628	11
	2006-2007	2	4	2	4	1419	10
	2007-2008	2	6	2	6	1362	10
	Cum. Total*	14	10	14	10	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	32.2	67.1	32.2	67.1	29.2	60.8
Literary Text	24	50	16.3	67.9	16.3	67.9	15.0	62.5
Informational Text	24	50	15.9	66.3	15.9	66.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	2	6	23	70	6	18	2	6	548	33	6	70	18	6	548	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	33	2	6	23	70	6	18	2	6	548	33	6	70	18	6	548	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2392	0	26	42	31	536
No	31	2	6	22	71	5	16	2	6	549	31	6	71	16	6	549	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	33	2	6	23	70	6	18	2	6	548	33	6	70	18	6	548	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	12	0	0	7	58	4	33	1	8	545	12	0	58	33	8	545	5454	2	48	35	15	541
No	21	2	10	16	76	2	10	1	5	550	21	10	76	10	5	550	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	33	2	6	23	70	6	18	2	6	548	33	6	70	18	6	548	14011	5	58	27	10	545
Gender																						
Female	12	1	8	9	75	1	8	1	8	550	12	8	75	8	8	550	6766	7	62	24	8	546
Male	21	1	5	14	67	5	24	1	5	548	21	5	67	24	5	548	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	33	2	6	23	70	6	18	2	6	548	33	6	70	18	6	548	12265	5	62	25	8	546
Gifted/talented program																						
Yes	4										4						464	27	71	2	1	557
No	29	1	3	20	69	6	21	2	7	547	29	3	69	21	7	547	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	540	3	0	0	100	0	540	5	2	42	34	22	540
B. less than one hour	45	1	7	12	80	2	13	0	0	549	45	7	80	13	0	549	66	5	60	27	9	545
C. one to two hours	48	1	6	10	63	3	19	2	13	548	48	6	63	19	13	548	26	5	61	26	8	546
D. more than two hours	3	0	0	1	100	0	0	0	0	556	3	0	100	0	0	556	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	42	1	7	9	64	3	21	1	7	548	42	7	64	21	7	548	31	7	63	23	7	547
B. They match some of what I have learned.	52	1	6	12	71	3	18	1	6	548	52	6	71	18	6	548	55	4	61	27	8	545
C. They match just a little of what I have learned.	6	0	0	2	100	0	0	0	0	555	6	0	100	0	0	555	11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	21	2	29	5	71	0	0	0	0	555	21	29	71	0	0	555	30	10	68	16	6	549
B. good	58	0	0	15	79	3	16	1	5	548	58	0	79	16	5	548	53	3	59	29	9	544
C. fair	21	0	0	3	43	3	43	1	14	541	21	0	43	43	14	541	15	1	41	40	18	539
D. poor	0										0						2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	3	60	2	40	0	0	546	15	0	60	40	0	546	17	3	45	32	19	541
B. about the same as my regular schoolwork	79	2	8	18	69	4	15	2	8	549	79	8	69	15	8	549	67	5	62	26	7	546
C. easier than my regular schoolwork	6	0	0	2	100	0	0	0	0	552	6	0	100	0	0	552	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	18	0	0	2	33	2	33	2	33	539	18	0	33	33	33	539	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	52	1	6	12	71	4	24	0	0	548	52	6	71	24	0	548	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	30	1	10	9	90	0	0	0	0	554	30	10	90	0	0	554	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	9	0	0	2	67	1	33	0	0	549	9	0	67	33	0	549	18	8	64	20	8	547
B. 20 minutes to an hour	76	2	8	16	64	5	20	2	8	548	76	8	64	20	8	548	56	5	62	25	7	546
C. less than 20 minutes	6	0	0	2	100	0	0	0	0	551	6	0	100	0	0	551	12	2	50	32	15	542
D. I rarely read at home.	9	0	0	3	100	0	0	0	0	548	9	0	100	0	0	548	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	18	1	17	3	50	1	17	1	17	547	18	17	50	17	17	547	26	3	51	32	14	542
B. six to ten pages	27	0	0	6	67	2	22	1	11	546	27	0	67	22	11	546	28	3	59	28	9	544
C. eleven or more pages	55	1	6	14	78	3	17	0	0	550	55	6	78	17	0	550	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	8	14	8	14	1415	10
	2006-2007	12	24	12	25	1711	12
	2007-2008	12	36	12	36	1617	12
	Cum. Total*	32	23	32	23	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	32	55	33	56	6503	45
	2006-2007	26	53	26	54	6778	48
	2007-2008	17	52	17	52	7284	52
	Cum. Total*	75	54	76	54	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	9	16	9	15	3945	28
	2006-2007	10	20	9	19	3884	28
	2007-2008	3	9	3	9	3341	24
	Cum. Total*	22	16	21	15	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	9	16	9	15	2434	17
	2006-2007	1	2	1	2	1683	12
	2007-2008	1	3	1	3	1778	13
	Cum. Total*	11	8	11	8	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.6	77.3	11.6	77.3	9.0	60.0
Cluster 2: Shape and Size	14	29	10.4	74.3	10.4	74.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.2	64.0	2.2	44.0
Cluster 4: Patterns	14	29	10.2	72.9	10.2	72.9	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	12	36	17	52	3	9	1	3	558	33	36	52	9	3	558	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	33	12	36	17	52	3	9	1	3	558	33	36	52	9	3	558	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2390	2	29	34	35	534
No	31	12	39	16	52	2	6	1	3	559	31	39	52	6	3	559	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	33	12	36	17	52	3	9	1	3	558	33	36	52	9	3	558	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	12	3	25	7	58	2	17	0	0	555	12	25	58	17	0	555	5461	5	46	30	19	541
No	21	9	43	10	48	1	5	1	5	559	21	43	48	5	5	559	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	33	12	36	17	52	3	9	1	3	558	33	36	52	9	3	558	14015	12	52	24	13	546
Gender																						
Female	12	5	42	6	50	1	8	0	0	559	12	42	50	8	0	559	6767	11	51	24	13	546
Male	21	7	33	11	52	2	10	1	5	557	21	33	52	10	5	557	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	33	12	36	17	52	3	9	1	3	558	33	36	52	9	3	558	12265	13	54	22	11	547
Gifted/talented program																						
Yes	4										4						464	58	40	2	0	564
No	29	9	31	16	55	3	10	1	3	556	29	31	55	10	3	556	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	530	3	0	0	100	0	530	5	6	39	29	25	539
B. less than one hour	45	5	33	10	67	0	0	0	0	560	45	33	67	0	0	560	66	12	52	24	12	546
C. one to two hours	48	6	38	7	44	2	13	1	6	556	48	38	44	13	6	556	26	12	55	23	11	547
D. more than two hours	3	1	100	0	0	0	0	0	0	566	3	100	0	0	0	566	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	67	9	41	11	50	1	5	1	5	559	67	41	50	5	5	559	38	16	56	19	8	549
B. They match some of what I have learned.	30	3	30	5	50	2	20	0	0	554	30	30	50	20	0	554	48	9	53	26	12	545
C. They match just a little of what I have learned.	3	0	0	1	100	0	0	0	0	558	3	0	100	0	0	558	10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	55	10	56	7	39	0	0	1	6	562	55	56	39	0	6	562	31	24	54	14	8	552
B. good	39	2	15	8	62	3	23	0	0	551	39	15	62	23	0	551	47	8	55	25	12	545
C. fair	6	0	0	2	100	0	0	0	0	559	6	0	100	0	0	559	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	15	2	40	2	40	1	20	0	0	556	15	40	40	20	0	556	18	5	42	30	22	540
B. about the same as my regular schoolwork	67	7	32	12	55	2	9	1	5	556	67	32	55	9	5	556	66	11	55	23	11	547
C. easier than my regular schoolwork	18	3	50	3	50	0	0	0	0	565	18	50	50	0	0	565	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	33	3	27	7	64	1	9	0	0	559	33	27	64	9	0	559	21	10	48	26	16	544
B. two or three days a week	36	5	42	4	33	2	17	1	8	553	36	42	33	17	8	553	36	13	54	23	10	547
C. two or three times each month	24	4	50	4	50	0	0	0	0	563	24	50	50	0	0	563	27	12	54	23	11	547
D. never or almost never	6	0	0	2	100	0	0	0	0	558	6	0	100	0	0	558	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	2	100	0	0	0	0	557	6	0	100	0	0	557	7	12	44	25	19	543
B. two or three days a week	61	9	45	7	35	3	15	1	5	558	61	45	35	15	5	558	30	13	53	23	11	547
C. two or three times each month	33	3	27	8	73	0	0	0	0	557	33	27	73	0	0	557	34	12	54	23	10	547
D. never or almost never	0										0						29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	1	100	0	0	0	0	554	3	0	100	0	0	554	7	7	40	25	28	539
B. 30–45 minutes	70	9	39	10	43	3	13	1	4	556	70	39	43	13	4	556	31	7	49	29	15	543
C. 45–60 minutes	24	3	38	5	63	0	0	0	0	562	24	38	63	0	0	562	40	12	55	23	10	547
D. more than 60 minutes	3	0	0	1	100	0	0	0	0	560	3	0	100	0	0	560	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 0	6 0	3 0	6 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	29 18	59 55	29 18	60 55	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	14 15	29 45	14 15	29 45	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 0	6 0	2 0	4 0	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.5	57.5	11.5	57.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.0	50.0	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.5	68.8	5.5	68.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	0	0	18	55	15	45	0	0	540	33	0	55	45	0	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	33	0	0	18	55	15	45	0	0	540	33	0	55	45	0	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2372	0	12	72	16	529
No	31	0	0	17	55	14	45	0	0	541	31	0	55	45	0	541	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	33	0	0	18	55	15	45	0	0	540	33	0	55	45	0	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	12	0	0	5	42	7	58	0	0	538	12	0	42	58	0	538	5435	0	32	61	7	535
No	21	0	0	13	62	8	38	0	0	542	21	0	62	38	0	542	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	33	0	0	18	55	15	45	0	0	540	33	0	55	45	0	540	13967	0	43	52	4	538
Gender																						
Female	12	0	0	7	58	5	42	0	0	541	12	0	58	42	0	541	6750	1	55	43	2	540
Male	21	0	0	11	52	10	48	0	0	540	21	0	52	48	0	540	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	33	0	0	18	55	15	45	0	0	540	33	0	55	45	0	540	12227	0	46	50	4	538
Gifted/talented program																						
Yes	4										4						464	2	74	23	0	545
No	29	0	0	15	52	14	48	0	0	540	29	0	52	48	0	540	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	100	0	0	0	0	546	3	0	100	0	0	546	5	0	29	57	14	533
B. less than one hour	45	0	0	8	53	7	47	0	0	541	45	0	53	47	0	541	66	0	44	52	3	538
C. one to two hours	48	0	0	8	50	8	50	0	0	539	48	0	50	50	0	539	26	0	45	52	3	538
D. more than two hours	3	0	0	1	100	0	0	0	0	542	3	0	100	0	0	542	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	24	0	0	8	100	0	0	0	0	547	24	0	100	0	0	547	25	1	54	42	3	540
B. good	61	0	0	9	45	11	55	0	0	539	61	0	45	55	0	539	50	0	46	51	3	538
C. fair	12	0	0	1	25	3	75	0	0	535	12	0	25	75	0	535	22	0	29	65	6	535
D. poor	3	0	0	0	0	1	100	0	0	538	3	0	0	100	0	538	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	12	0	0	1	25	3	75	0	0	535	12	0	25	75	0	535	14	0	33	56	10	535
B. about that same as my regular schoolwork	73	0	0	14	58	10	42	0	0	540	73	0	58	42	0	540	65	0	45	52	3	538
C. easier than my regular schoolwork	15	0	0	3	60	2	40	0	0	544	15	0	60	40	0	544	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											